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A CEVELCPMENTAL PRCGRAM FCR VCCATICNAL CCUNSELCRS CIRECTED TCWARC SERVING CISACVANTAGEC YCUTH MCRE EFFECTIVELY.

SWEENEY, THCMAS J.

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# A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS DIRECTED TOWARDS SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY

Thomas J. Sweeney

Vocational and Technical Education Grant
Number OE-5-85-091, Vocation Education Act of 1963, Section 4 (C)

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**Supported by a Grant from the**
**U. S. Department of Health, Education and Welfare**
**Office of Education**

# PREFACE

This report is the product of one year of cooperative effort to determine more effective ways in which to serve disadvantaged youth. A committee composed of representatives of the School of Education and the College of Arts and Science of the University of South Carolina, the State Division of Vocational Education, the State Department of Education, the South Carolina Employment Security Commission, the State Committee for Technical Education, the South Carolina Branch of the American Personnel and Guidance Association, and the South Carolina Pupil Personnel Association met in the early spring of 1965 to identify a common project which would help us to serve disadvantaged youth through joint action. The members of the committee expressed a desire to involve members of their counseling staffs in a program which would be directed toward increasing lines of communication and improving efforts to assist disadvantaged youth. The outcome of these early meetings was a proposal submitted to the U. S. Office of Health, Education, and Welfare to request federal support under the Provisions of Section 4 (C) of the Vocational Education Act of 1963. The project was accepted and subsequently funded.

The report is divided into four sections: 1.) Introduction and Description, 2.) Recommendations, 3.) Evaluation, and 4.) Appendix. The first section presents the rationale for the program and an outline of its development. The second section is concerned with the recommendations of the institute participants regarding more effective ways by which we will be able to serve disadvantaged youth. Section three presents an attempt to evaluate some of the major outcomes of the program. The final section includes a schedule of all of the activities of the institute and related materials of interest to persons wishing to understand better the nature of the project.

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UNIVERSITY OF SOUTH CAROLINA
SCHOOL OF EDUCATION

A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS
DIRECTED TOWARD SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY
Contracted under the Provisions of Section 4 (c) of
the Vocational Education Act of 1963

## I. A. Introduction:

South Carolina is representative of many of the southern states in its share of multiple problems which defy quick or easy solutions. Among the more significant symptoms of this plight are the high illiteracy rate, low per capita income, low percentage of marketable labor skills, decreasing demand for unskilled labor and the high birth rate. The significance of youth in the total economic projection comes clearly into focus from reports showing that approximately 48 per cent of South Carolina's population is below twenty-two years of age.

The leadership in South Carolina has been cognizant of the need to implement plans into action. As a result, significant growth has begun in industry and the technological fields. The demand for a skilled labor force is being met more effectively by the expansion of vocational and technical education programs. There is, however, still the difficulty of securing individuals well suited to the programs which are now available and the many more still in the process of development. In South Carolina there is no compulsory attendance law at the present time. As a result, many youth are not just school drop-outs; they have never attended school. For many there is no desire on their part to participate in any training programs. For the counseling personnel who come in contact with the potential drop-out,

the drop-out, and the totally illiterate, the process of counseling is significantly more complex. Meaningful communication is frequently difficult because of the tremendously different value orientations of the individuals involved.

Understanding and motivating disadvantaged youth represent keys to a multitude of related problems associated with the disadvantaged. Before these youth can be assisted adequately, an effort must be made to better understand their perceptual worlds and their fundamental social drives. Personnel working in various schools and agencies must work together if such complex undertakings as understanding and helping these youth are to become a reality.

Lines of communication among various public agencies are not always clear or regular. Work loads are generally of such a nature that extended contact between different agency personnel is impossible. All of these reasons prompted a request for support of this joint project under the provisions of Section 4 (c) of the Vocational Education Act of 1963.

B. Description:

A two week institute (July 5-16, 1965) was conducted at the University of South Carolina by the staff of the School of Education to serve in part as in-service training for a total of twenty-nine counselors from employment, trade, technical, and school settings. Follow-up meetings were held in October, January, and March. The project also was designed to engage participants in discussions of how they might better serve disadvantaged youth through joint action. The following is a brief narrative of information presented to the participants.

The impact of poverty on the southern economy reflected a situation which was truly complex and broad in its ramifications. While poverty per se has decreased since 1945, according to Labor Department statistics, the conspicuous change in the labor demands of industry and business have made the poor more difficult to help in any substantive way. This is in no small part due to indications that the poor are lacking in formal education, are not motivated to seek an education vocational training, or even a job in many cases, and they are far less mobile than the general population. People in this situation are often referred to as the "hard core unemployed". From the economist's view of this problem, Dr. A. Flora, Jr. had this to say:

> Before 1910, many jobs were open to youth and other untrained persons on the farm, in factories and in mines. Nearly everyone could find his niche somewhere in the economy even with relatively little education or training. These conditions no longer prevail. Unskilled jobs disappear, farm employment decreases as does mining employment as many men in Appalachia can attest. Working standards and job requirements impose greater demands. This change, of course, affects all untrained, uneducated segments of our population but is perhaps particularly hard on those young persons first entering the labor force. The uneducated youths, the school drop-outs, the draft rejects make up a substantial part of our unemployment and our poverty. About 1 in 6 of all unemployed who are out of school are 16-21 years old although this group makes up only about 1 in 4 of the labor force. Unemployment among teenage Negro youth is double that of white. School drop-outs suffer most from unemployment.

Sociological aspects of poverty were related to the social characteristics of the kinship systems where poverty prevails. The advantages of capitalizing upon some of the strengths of these systems (e.g., loyalty and affection to the family unit found in many segments of these populations) helped to break down the stereotypes of the poor so easily established via popular news media. At one point a

sociologist suggested that it may be possible to identify those who are most likely to break the poverty cycle as early as age six by knowing the characteristics of the home situation in which the child is reared. This hypothesis generated considerable discussion long after the summer program ended. The significance of early environmental experiences on the life pattern of these people seemed to be one key to better understanding them better.

Participants were asked to imagine their own reaction if they were in a minority group in which they constantly experienced the unrelenting pressure of the larger middle class society and its value system. They were told that our society tends to force its members to judge themselves in relation to their worth on the labor market. This further required that we ask, what opportunities have been available for legitimate behavior by these minority youth in our neighborhoods and towns? Do they have a means by which to test their capabilities and have work experiences under the present system of social institutions? Too often the answers were negative. For those youth who persist in the public schools but experience failure, a decrease in feelings of personal worth and general resistance to authority become more pronounced. Opportunity for success becomes less available and rejection more frequent. At this point in the thinking of the participants, they were asked, "who are you?". This question was difficult to answer for many. The natural tendency was to describe the societal roles by which others may identify us. The difficulty of this task for articulate, educated people made the same question seem nearly insurmountable for youth still in a process of becoming. The ability to even roughly distinguish between social role and self-attributes seemed a part of the key to understanding how these youth might become

motivated toward greater self-fulfillment. Our middle class society depends upon the functions which individuals perform in order to identify them. To the young people who are still in an early stage of self-identity, the complexity of social roles can be tremendously bewildering. For the young people who have had cultural experiences different than those of the majority of youth in schools and employment settings, negative feelings of self-worth are reinforced. These feelings become as one with their concept of self. Assuming that this is a part of the pattern which results in a lack of desire to establish goals, to plan and prepare, then efforts must be initiated to help these young people come to know themselves as individuals. This understanding must include feelings and ideas of self-worth based upon their competencies and/or potentialities.

Dr. John Green discussed conditions necessary for positive growth toward becoming a person with feelings of self-worth. He indicated that if teachers, counselors, and others who work with these youth help them experience feelings of 1.) security, 2.) belonging and 3.) adequacy, the likelihood of their becoming more a part of the larger society is much greater.

Field visits to economically-depressed areas and to community and state agencies now serving large populations of disadvantaged youth afforded the counselor participants opportunities to meet and talk with young people and their families. In addition, social workers, psychologists, and urban rehabilitation personnel discussed their work and the problems which they encounter in attempting to aid this population of young people. Knowledge of the many training opportunities, social service agencies, and recent federal programs directed toward assisting

these young people spurred the institute members on to the task of determining how they all might work together to serve them more effectively.

One of the two major areas of interest which the participants considered was recommendations for action through joint efforts of various agencies concerned with assisting the disadvantaged. Another area of interest related to implications which might be appropriate for counselor preparation and in-service training. These are presented in the next section as they were finally proposed at the end of the last follow-up meeting.

The three follow-up meetings were held on weekends in October, January, and March. The impact of these meetings can hardly be overemphasized. Each meeting served to reinforce the experiences of the summer, to gain new information, to re-evaluate the recommendations, and to propose new ones in light of the new information. Colleagues and administrative supervisors of the participants were invited to the last two meetings. The out-of-state lecturers introduced new dimensions for the participants and their guests regarding the vocational future of these youth and the necessity for professional teamwork in assisting them. (See Appendix, Hoyt and Peters)

A program of activities for the two weeks in the summer and the three follow-up meetings can be found in Appendix A. As can be seen by the various topics presented, this summary in no way can be considered comprehensive. The over-all plan of activities was designed to present economic, sociological, psychological, and educational concepts necessary to understanding the unique perceptual worlds of these youth. The com-

plexity of this task was brought to the attention of the participants. The field trips to the neighborhoods of these youth proved to be dynamic in their impact. As on-going efforts by state and local personnel to assist these youth became a central focus of the program, the enthusiasm and interest of the participants reached a sustaining high. The meaning of this project experience for the participants can be better determined by their reactions which can be found in section three.

The next section presents the recommendations which were developed as a result of the institute experiences. The participants were challenged to think beyond what might seem "practical under the circumstances". They were asked to recommend what they considered necessary action if South Carolina is to meet the challenge of helping our youth who come from culturally different backgrounds.

## II. Recommendations

In keeping with the objectives of this project, the following are recommended as ways of improving the services provided for disadvantaged youth. Although the participants were from South Carolina and concerned with the problems of South Carolina, several of the recommendations appear to have applicability to other states. At one point in the discussions, a suggestion was made that each of the recommendations be addressed to the parties most likely to assume responsibility for its implementation. Whenever possible this has been done, but with the understanding that our designations may be inappropriate or at least incomplete.

A. Recommendations for Joint Action by Agencies Working with Disadvantaged Youth

We recommend for consideration:

1. that local or regional committees composed of community leaders and representatives of the various schools and agencies concerned with assisting disadvantaged youth be established for coordination and sharing of efforts and facilities.

We have become cognizant of the complexity of the task before all interested citizens and how it is complicated by the lack of communication which exists even between agency personnel who are dependent upon one another's services in a common cause. Since the time that this recommendation was first proposed, the Community Action Programs (CAP) have mushroomed in many sections of the country. Our last speaker was an officer in a committee designed to increase liaison between various CAP groups in different countries.

This appears to be evidence that others involved with assisting our youth are finding that new and better ways of disseminating information are needed. We can visualize a need for both state and regional committees composed of CAP officials and other agencies not represented by CAP committees e.g. public schools, community centers or technical education centers.

These committees could serve as action or "spark plug" committees directed toward achieving common goals through cooperative efforts which they could help originate or encourage. Due to rapid growth of the state and county OEO organization, the state directors of OEO would seem the logical persons to coordinate such an effort. This should not, however, be interpreted to mean that more grass roots organizations such as the South Carolina Association of Community Action Agencies which represents several county organizations, should not be expanded to a point that it might serve part of this function. Whenever possible, there should be an involvement of school board and other school officials in these committees. Several of the following recommendations could be carried by these committees on either a state or regional basis.

2. that a state coordinator be appointed, preferably by the governor, to act as a resource person for committees such as those described in the first recommendation.

If the first recommendation were to become a reality, then the importance of having a state coordinator would be self-evident. What is

proposed is a state-wide organizational structure designed to increase the flow of information, ideas, and effort among various groups concerned with assisting disadvantaged youth. This would help everyone benefit from the knowledge and experience of others facing similar problems while minimizing unnecessary trial and error and overlapping of services.

3. that a state agency assume responsibility for compiling a directory listing and describing the functions of various agencies and facilities available in each specific area of the state presently serving disadvantaged youth. Supplements to this directory should be published quarterly or as needed. These should be mailed to coordinating committee members and other interested persons.

What is suggested by this recommendation is a state center for information to which all schools and agencies would contribute up-to-date information for distribution to interested persons. If the governor were to appoint a state coordinator, as proposed in the second recommendation, this would certainly be one of his functions. When this recommendation was first written in the project Interim Report, the state office of Economic Opportunity was suggested as one agency which might fulfill this function. The staff of OEO responded in their December issue of the OEO Reporter for South Carolina. They suggest that in counties where local OEO exists, the staff could and should compile this information to be disseminated to local youths. The work involved in implementing this recommendation cannot be minimized nor was it lightly considered by the project participants. The fact remains, however, that a compendium of State resources which serves all youth is needed. The OEO Reporter might serve as an excellent supplement to such a directory.

4. that studies be made to determine how the various school and agency personnel and facilities could be shared to better serve the community.

This recommendation has broad implications for greater utilization of public school facilities for evening and summer experiences while also helping to supplement school programs. It is based upon the knowledge that many schools cannot support special tutorial and vocational programs without outside assistance. The special needs of the culturally and economically disadvantaged youth require a combination of services. No one agency can provide for them adequately. Therefore, a joint effort seems not only reasonable but necessary. Night classes might be taught in public schools by trade or technical center instructors. School counselors and teachers might be employed during the summer under regular or grant funds of other

agencies to assist disadvantaged youth.

5. that studies be conducted to determine the feasibility of having disadvantaged youth gain work experience as part-time workers at recreation parks or similar facilities where cultural enrichment programs are an integral part of the activities (e.g., band concerts, art and music appreciation programs).

This recommendation would assist the disadvantaged youth in self and role identification as workers while providing them with an opportunity to experience cultural activities which they might otherwise miss.

6. that studies be made to determine where new trade and vocational programs need to be established in the state.

State industry is growing rapidly. It has created a greater need for skilled labor than is presently available. The youth who are unmotivated in present school programs might be trained in local or regional centers for skills required by state industry while still earning a high school diploma. In any case, studies would be needed to determine areas of greatest need in both skills and persons who require training.

7. that studies be made to determine how present and proposed programs for disadvantaged families could be longtitudinal and developmental in nature, i.e., to provide educational, cultural, and other experiences for the entire age range of disadvantaged from pre-school children through the adult level.

The Head Start Program, the adult Special Training for Economic Progress (STEP) under the Manpower Development and Training Act, Youth STEP, Job Corps, and Community Action Programs of varying types are directed toward one level or another of the disadvantaged population. An effort to determine how these programs could supplement activities of one another in a state or region would seem to make their total impact upon the disadvantaged much greater. Existing state and local health, social service, and educational agencies should be a part of the planning for new programs.

8. that the State Department of Education staff encourage and facilitate the establishment of kindergartens for five year olds and, if possible, four year olds with properly certified teachers in charge.

While Head Start has dramatically pointed up the importance of early childhood experiences for culturally disadvantaged youth, the initiative for long range planning should be assumed by our state leaders in education. We believe that the need for kindergartens comes as no surprise to our state education officials. This recommendation is intended to provide support for our state officials acting as catalysts to the establishment of pre-school or kindergarten programs as a part of our public educational system.

9. that pre-school child care centers be established for children from disadvantaged home backgrounds. An agency or service where working parents could leave their children in the care of trained persons at a nominal fee could provide a valuable service to the parents and insure greater opportunities for guided school readiness activities for the children.

10. that reading centers be established for the benefit of all age levels with reading specialists available for diagnosis, special attention to reading difficulties, and the presentation of reading appreciation clinics or workshops for the disadvantaged.

11. that Job Clinics be established (possibly in conjunction with USES) to assist disadvantaged youth and adults to gain skills in writing applications for employment, being interviewed, good grooming, etc., in addition to providing educational-vocational counseling services.

12. that members of the Sociology and/or Psychology departments of state universities and colleges be encouraged to conduct research to determine the characteristics, background or life pattern of individuals who break the "poverty cycle" and that the results of these studies be made available to community social service personnel.

B. Recommendations for Counselor Education and In-service Training.

We recommend for consideration:

1. that vocational counselor training be a two year program to include an internship in a work setting under the supervision of the cooperating agency and the University staff. Where possible, this should include experience with agencies serving disadvantaged youth.

The need for full-time study and adequate work experience under supervision was manifest in both formal and informal discussions among the participants. The disadvantages of part-time study with little or no internship experience seemed to far outweigh the advantages of having people "on the job" but feeling inadequate to cope with many of the tasks confronting them. The standards suggested by the American Personnel and Guidance Association seem to be a sound guide for planning.

2. that training assistantships through Federal and state funds be made available to encourage qualified persons to pursue graduate study in vocational counseling.

Several speakers referred to the need for trained counselors in their agencies. Projections by these speakers indicated that the present procedure for acquiring counselors is not adequate. The National Defense Education Act, Guidance and Counseling Institutes have had a far reaching impact upon school counseling. Unfortunately other agencies in addition to the schools also urgently need qualified personnel. Assistantships for training in vocational guidance would provide the flexibility of permitting persons to enter training at various times during an academic year. They also could gain experience in sub-professional roles in local agencies during their academic training by working ten to twelve hours a week in Youth Opportunity Centers, Youth STEP programs, public schools or similar settings.

3. that counselor educators provide field and class experiences for the counselor candidates which would help them to be more knowledgeable about skill levels required of trade and technical workers, working conditions in major state industries, vocational training and entry occupations available in the state, occupational trends and projections for both the state and the nation, and similar information.

There is an awareness among the participants of the futility in trying to know a multitude of specific pieces of information. However, there was a concensus that too often our information is so general in nature that misinformation is disseminated to the counselees. When the statistical reports indicate that less than half of the boys and girls who enter elementary school graduate from high school, there is obviously a large number of young people who need information about training and occupations which are not college or university oriented. Too little usable information has been available to persons working with these youth.

4. that in-service institutes and workshops involving counselors from various institutional settings be conducted regularly. These should include presentations and small group discussions focused upon economic, sociological, and psychological factors involved in vocational guidance.

The intent of this recommendation is that there be regular opportunities for sharing of ideas by vocational counselors working in different settings. This institute has underlined the need for greater communication and coordination among persons attempting to assist similar populations of people. There was general agreement that professional organization membership (e.g., South Carolina Branch of the American Personnel and Guidance Association) would be valuable to all counselors and persons in personnel work as a source of professional in-service growth. However the nature of this institute demonstrated the advantages of having experts from cognate fields alert counselors to new challenges and new avenues for fulfilling their objectives. The State Department of Education and State Employment Security Commission might work together to sponsor future institutes on an annual basis.

5. that an exploratory vocational guidance course be offered for undergraduate and graduate students in education, sociology, psychology, and related fields of study.

This recommendation is suggested as a means of helping prospective counselors or personnel workers to become aware of the many counseling career opportunities available to them, e.g., employment counseling, school counseling, vocational rehabilitation counseling, etc. if they pursue graduate study.

Implementation of this recommendation will also serve to bring about a greater understanding of services available through vocational counselors, thereby increasing the likelihood that these undergraduates and graduate students will act as referral sources for the vocational counselor while working in their own fields.

6. that studies be conducted to determine how sub-professional roles of persons not fully qualified as counselors can be defined for greatest utilization by the various agencies and schools working with disadvantaged youth, while remaining within the capabilities of the individual counselor trainee.

Counseling as a valuable service is being accepted and emphasized in Federal legislation. The need for counseling services has required crash programs for training employment counselors. The number of fully certified school counselors is still far short of the demand. These circumstances are not expected to change much in the near future. Valuable work experience might be gained by persons in training if they are properly supervised and their activities could be regulated by professionally accepted standards. New programs for disadvantaged youth could provide excellent first hand experiences for counselor trainees. They might assist with non-counseling duties until they were considered prepared for counseling responsibilities.

7. that institutes for teachers and administrators be conducted to help them define their guidance role in assisting disadvantaged non-college bound youth.

8. that arrangements be made for small groups of counselors to visit technical, commercial, and trade schools in addition to similar visits to industries within the state for periods of time up to two weeks.

9. that consideration be given to counselors from differing agency or institutional settings (e.g., Youth Opportunity Centers and public schools) sharing reciprocal internship experience for a period of two weeks or more.

10. that longtitudinal studies be conducted to determine the most effective guidance techniques for enriching the learning experiences of disadvantaged non-college bound youth (e.g., group counseling, standardized testing, special group guidance experience.)

III. Evaluation

A. Participants Reaction

An evaluation of this nature must be made in relation to the stated objectives of the program. The activities of this project were designed to fulfill the following objectives:

1. To assist the participants in gaining greater insight into the range and depth of problems involved in assisting disadvantaged non-college bound youth.
2. To propose more effective ways of serving disadvantaged youth that might be tried and evaluated.
3. To consider the implications which these and related vocational problems have for counselor preparation and in-service training.
4. To encourage cooperative efforts by those who serve disadvantaged non-college bound youth that they might maximize their total impact upon a common concern.
5. To strengthen lines of communication among the personnel of various institutions and agencies concerned with the vocational guidance and the education of disadvantaged non-college bound youth.

The fulfillment of these objectives must be determined to a large extent by the written but anonymous reports of the project participants solicited throughout the year. There have been, however, other signs that the project activities have had far-reaching impact. The director of the State Office of Economic Opportunity acknowledged and reacted to a recommendation by the participants through a widely distributed newspaper published monthly by that office (Appendix C, 2) There also has been excellent news coverage of project activities by the state newspapers (News release in Appendix C,1 ). In addition, one hundred and fifty copies of an interim report have been distributed to persons inquiring about the project both within this state and to many in other states seeking solutions to similar situations. The project director has been aware of considerable interest on the part of teachers, counselors, administrators, and social welfare agency personnel in the nature and outcomes of this project and the likelihood of in-service programs of a similar nature being conducted in the future.

Representative of participant reactions to the project experiences are the following:

1. Toward gaining greater insight into the range and depth of problems involved in assisting disadvantaged youth

"I now have a deeper and more personal awareness of the problems of disadvantaged and how the problems of the disadvantaged involve all of us directly or indirectly".

"They have made me more conscious of the problems in dealing with, and the problem of, disadvantaged youth. In particular--the various causes, their self-concepts and their aspirations. Also in teaching, understanding, guiding, aiding, and knowing them".

"It is difficult to pick out anything particularly but the experiences have sharpened and refreshed concepts necessary to our task. It has told me one thing--there is something I can do to help".

"I am convinced that one cannot participate in an institute of this type without having changes take place in his thinking about the disadvantaged...it has enabled me to better understand the multiplicity of problems associated with the culturally deprived".

*4. Toward cooperative efforts by those who serve disadvantaged youth.

"My awareness of the characteristics and needs of the disadvantaged have made me eager to work with the school psychologist, district attendance officer and rehabilitation counselors which I have done and continue to do. I feel that many more children than those in the $2,000 and under income bracket are "disadvantaged"... I have especially worked with parents and other agencies to help assist these youth".

"I have cooperated with the local office of Economic Opportunity in supplying them with a list of drop-outs between the ages of 16-21 inclusive. Directed many out of school youth to the local employment agency...have cooperated more with the local welfare agency".

"I have transported some representatives to see some of these (poverty) conditions at my own expense. Canvassed for the Adult School, given hours of service on Sunday afternoons to see that some of the poor receive immunization and other medical care. I have contacted doctors and dentists for free services to some of these children who were unable to get it otherwise. I have also secured clothing for them from welfare and the Salvation Army".

"By soliciting the assistance of my co-workers and asking them to assume certain responsibilities in working with these youth. This has given them new perspectives regarding disadvantaged youth".

5. Toward strengthening lines of communication.

"The Employment Security Commission has placed all project participants on their regular mailing list. In addition, special materials relating to the needs of the disadvantaged have been and will be directed to their attention".

"I have begun a series of talks at other schools (PTA meetings). These talks are by invitation of the schools. Two new industries have recently moved into our school district. I plan to have one or more conferences with the personnel directors at each of these companies".

"Attending inter-agency meetings at the local level. Working more closely with the schools in determining more specifically the needs of the disadvantaged youth and helping to meet some of these needs".

*Objectives 2 and 3 relate to recommendations found in section II of this report.

"Have developed closer relationship with the employment and health officials. Work directly with the school nurse and work study program supervisor".

B. Participant Questionnaire Summary

Questionnaires were mailed to all institute participants prior to the last follow-up meeting in March. Participants were asked to respond to the questions found in Appendix C. They were informed that it was not necessary to sign the returned form.

The participants indicated that prior to the Institute, they had had little knowledge about disadvantaged youth or what was being done to help them. There was a general appreciation for all activities of the project including those in the summer and the follow-up meetings. Members cited contributions of out-of-state consultants as a significant and integral part of the program. They were high in their regard for the use of slides and the review of summer events as a means of reinforcing many to the institute highlights. All respondents indicated that having persons from different employment settings in the project contributed to the growth of the participants. Members also were unanimous in their belief that similar programs would be valuable to other persons with whom they work. Approximately half of the respondents stated that they had done much beyond their regular duties to assist others besides those with whom they work to understand these youth as a result of the project.

The open-ended questions elicited responses similar to those found under sub-part A of this section. In general all of the objectives were fulfilled to the extent that no qualifying remarks were made regarding the program or its implementation. Enthusiasm for continuation of future follow-up projects was high.

# APPENDIX A

## SCHEDULE OF INSTITUTE ACTIVITIES

PROGRAM

A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS
DIRECTED TOWARD SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY

July 5, 1965 - July 16, 1965

Monday, July 5, 1965

Poverty and the South

9:00 - 10:00 Orientation and welcome

Dr. Thomas J. Sweeney, Project Director
Dr. William W. Savage, Dean, School of Education
Mrs. Clara Bell Jones, Training and Procedures Supervisor, South Carolina Employment Security Commission
Mr. Wade Martin, Coordinator, Committee for Technical Education, State of South Carolina

10:00 - 10:30 Coffee and "get acquainted break"

10:30 - 11:30 "The Impact of Poverty on Southern Economy"

Dr. A. C. Flora, Jr., Professor of Economics, University of South Carolina

11:30 - 12:00 Questions and discussion

12:00 - 1:30 Lunch (Palmetto Room, Russell House)

Greetings and comments - Dr. William H. Patterson, Dean, University of South Carolina

1:30 - 2:30 "Poverty Elimination Programs: Past and Present"

Dr. A. C. Flora, Jr.

2:30 - 3:00 Questions and discussion

3:00 - 3:15 Break

3:15 - 4:00 Small-group organization and discussion (All small group meetings will be tape recorded and summary sheets will be prepared for review by participants and the project director.)

Tuesday, July 6, 1965

The Disadvantaged Non-College Bound Youth

9:00 - 9:15 Orientation

9:15 - 10:00 "Perceptual Worlds of the Disadvantaged Non-College Bound Youth I: The Family" (the structure and the stability of the family: its model for life)

Dr. David Hatch, Professor of Anthropology and Sociology, University of South Carolina

10:00 - 10:30 Questions and discussion

10:30 - 10:45 Break

10:45 - 11:30 "Perceptual Worlds II: Reference Groups and Social Mores" (implications for delinquency, illegitimate births, and the values of disadvantaged youth)

Miss Mary Calvert, Associate Professor of Anthropology and Sociology, University of South Carolina

11:30 - 12:00 Questions and discussion

12:00 - 1:30 Lunch

1:30 - 2:30 "Perceptual Worlds III: The School" (unique problems of the drop-outs and the schools which serve them)

Dr. William B. Royster, Coordinator, Guidance Services, State Department of Education, State of South Carolina

2:30 - 3:00 Questions and discussion

3:00 - 3:15 Break

3:15 - 3:30 Panel of group members review major points of the day

3:30 - 4:00 Small group discussion and report

Wednesday, July 7, 1965

<u>The Disadvantaged Non-College Bound Youth</u>

9:00 - 9:15 Orientation

9:15 - 10:00 "Perceptual Worlds IV: Self Concept" (implications for motivation, adjustment difficulties and self-insight)

Dr. Myles I. Friedman, Professor of Education, University of South Carolina

10:00 - 10:30 Questions and discussion

10:30 - 10:45 Break

10:45 - 11:30 "Perceptual Worlds V: The Future" (implications for themselves and society)

Dr. Velma D. Hayden, Assistant Dean, School of Education, University of South Carolina

11:30 - 12:00 Questions and discussion

12:00 - 1:30 Lunch

1:30 - 2:30 "Perceptual Worlds VI: About Themselves"

Dr. Herbert Dodd, Jr., Program Worker, Mrs. Margaret B. Holmes, Girls' Worker, Bethlehem Community Center; and panel of disadvantaged youth from Bethlehem Community Center.

2:30 - 3:00 Questions and discussion

3:00 - 3:15 Break

3:15 - 3:30 Panel review of major points

3:30 - 4:00 Small-group discussion and report

Thursday, July 8, 1965

Field Visitation to Depressed Areas

8:30 - 8:45 Orientation

8:45 - 9:00 Load on buses

9:00 - 3:00 Visit to depressed areas to better understand home and community living conditions from which most disadvantaged non-college bound youth come (Participants will have opportunities to talk with people in these areas.)

Tour will be conducted by Mr. Joseph E. Winters, Columbia Urban Rehabilitation Division

3:00 - 4:00 Return to University of South Carolina and complete daily summary report.

Friday, July 9, 1965

The Disadvantaged Non-College Bound Youth

9:00 - 9:15 Orientation

9:15 - 10:00 "Knowing and Communicating with Disadvantaged Non-College Bound Youth"

Dr. John Greene, Director of Instruction, East Baton Rouge Parish, Baton Rouge, Louisiana

| | |
|---|---|
| 10:00 - 10:30 | Questions for Dr. Greene prepared by participants at this time |
| 10:30 - 10:45 | Break |
| 10:45 - 11:30 | Dr. Greene responds to questions raised by the participants |
| 11:30 - 12:00 | Film: "Portrait of a Disadvantaged Child: Tommy Knight" |
| 12:00 - 1:30 | Lunch |
| 1:30 - 2:30 | "Communication and Reading: (special problems presented by illiteracy for communicating with and assisting disadvantaged youth)<br><br>Dr. Paul C. Berg, Professor of Education, University of South Carolina |
| 2:30 - 3:00 | Questions and discussion |
| 3:00 - 3:15 | Break |
| 3:15 - 3:30 | Panel review of major points |
| 3:30 - 4:00 | Small-group discussion and report |

Monday, July 12, 1965

<u>New Programs for Disadvantaged Non-College Bound Youth</u>

| | |
|---|---|
| 9:00 - 9:15 | Orientation |
| 9:15 - 10:00 | "Youth Opportunity Centers"<br><br>Mr. T. E. Hester, Director, Youth Opportunity Center, Columbia, S. C. |
| 10:00 - 10:30 | Questions and discussion |
| 10:30 - 10:45 | Break |
| 10:45 - 11:30 | "Youth STEP Centers"<br><br>Mr. Edward C. Thomas and Mr. O. P. Taylor, Jr., Counselors, Youth STEP Training Center, Columbia, S. C. |
| 11:30 - 12:00 | Questions and discussion |
| 12:00 - 1:30 | Lunch |

1:00 - 2:30 Case presentations by staff of Youth Opportunity Centers and Youth STEP Centers

Mr. Edward C. Thomas, Mr. O. P. Taylor, Jr., Youth STEP: Mrs. Doris Matthews, Mr. Jerry Kelley, Youth Opportunity Centers.

2:30 - 3:00 Questions and discussion

3:00 - 3:15 Break

3:15 - 3:30 Panel review of major points

3:30 - 4:00 Small-group discussion and report

Tuesday, July 13, 1965

Field Visitations to State and Community Agencies

8:30 - 8:45 Orientation

8:45 - 9:00 Load on to buses

9:30 - 10:45 South Carolina Opportunity School
Mr. William P. Lander, Superintendent

11:00 - 12:15 South Carolina Trade School
Mr. M. B. Robinson, Superintendent

12:30 - 1:30 Lunch

1:45 - 3:00 Bethlehem Community Center
Miss Thelma Heath, Director

3:00 - 4:00 Return to University of South Carolina and complete daily summary report

Wednesday, July 14, 1965

Federal Legislation and South Carolina

9:00 - 9:15 Orientation

9:15 - 10:00 "Programs and Plans in Other Parts of the United States for the Disadvantaged Non-College Bound Youth"

Mr. William L. Harris, Field Representative Atlanta Regional Office for Community Action Programs

10:00 - 10:30 Questions and discussion

10:30 - 10:45 Break

10:45 - 11:30 "South Carolina Community Action Programs"

Mr. Edward Culpepper, Coordinator, State of South Carolina Office of Economic Opportunity

| | |
|---|---|
| 11:30 - 12:00 | Questions and discussion |
| 12:00 - 1:30 | Lunch |
| 1:30 - 2:30 | Panel: "The Counselors We Need"<br><br>Miss Katherine Lewis, Supervisor of Employment Counselors, South Carolina Employment Security Commission<br><br>Miss Ellen Lyles, Supervisor of Guidance Services, South Carolina State Department of Education<br><br>Mr. Paul K. Weatherly Director, State Committee for Technical Education, State of South Carolina |
| 2:30 - 3:00 | Questions and discussion |
| 3:00 - 3:15 | Break |
| 3:15 - 3:30 | Panel review of major points |
| 3:30 - 4:00 | Small-group discussion and report |

Thursday, July 15, 1965

Participant Group Evaluation and Recommendation

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|---|---|
| 9:00 - 9:15 | Orientation |
| 9:15 - 10:00 | Review of major topics of the institute (by panel of institute participants) |
| 10:00 - 10:30 | Questions and additions |
| 10:30 - 10:45 | Break |
| 10:45 - 12:00 | Small-group meetings: "Disadvantaged Non-College Bound Youth: Implications for Action in Counselor Education and In-Service Training" (Participants will meet in small groups to consider questions, recommendations, and proposals relative to this topic for inclusion in the interim report.) |
| 12:00 - 1:30 | Lunch |
| 1:30 - 3:00 | Small-group meetings: "Disadvantaged Non-College Bound Youth: Implications for Joint Pilot Projects by State and Community Agencies." (Participants will meet in small groups to consider ways of more effectively serving disadvantaged youth and to propose pilot projects which might be later tried and evaluated.) |

3:00 - 3:15 Break

3:15 - 4:00 Small-group discussion and report

Friday, July 16, 1965

Summarization, Evaluation and Closing

9:00 - 9:15 Orientation

9:15 - 10:30 Small-group reports and discussion: "Implications for Action in Counselor Preparation and In-Service Training" (panel reports to participant group for consideration in interim report)

10:30 - 10:45 Break

10:45 - 12:00 Small-group reports and discussion: "Implications for Joint Action by Parallel Agencies"

12:00 - 1:00 Lunch (Palmetto Room, Russell House)

Dr. Thomas F. Jones, President, University of South Carolina

1:30 - 3:30 Institute evaluation: small-group evaluations, individual evaluations, recommendations for future planning

3:30 - 4:00 Closing

Dr. William W. Savage, Dean, School of Education, University of South Carolina

Mr. R. D. Anderson, State Director of Vocational Education, South Carolina State Department of Education

## ADVISORY COMMITTEE

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Dean, School of Education, University of South Carolina

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Director, State Division of Vocational Education
South Carolina State Department of Education

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Counselor, Wardlaw Junior High School, Columbia, South Carolina

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Assistant Dean, School of Education, University of South Carolina

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MISS KATHERINE LEWIS
Supervisor of Employment Counselors, South Carolina Employment Security Commission

MISS ELLEN LYLES
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MR. WADE MARTIN
Coordinator, Committee for Technical Education, South Carolina

DR. WILLIAM B. ROYSTER
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MR. PAUL K. WEATHERLY
Director, State Committee for Technical Education, South Carolina

MRS. RUTH WOODRUFF
President, South Carolina Pupil Personnel and Guidance Association

DR. THOMAS J. SWEENEY
Project Director
Director, Guidance Center, and Assistant Professor of Education,
School of Education, University of South Carolina

University of South Carolina
School of Education

A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS
DIRECTED TOWARD SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY

First Follow-up Meeting
October 9, 1965

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|---|---|
| 9:30 - 10:00 | Coffee and donuts (Russell House, Room 205) |
| 10:00 - 10:15 | Welcome and introduction of speaker<br><br>Acting Dean George Curry, School of Education<br>Thomas J. Sweeney, Project Director |
| 10:15 - 11:00 | Dr. Kenneth Hoyt Professor of Education<br>State University of Iowa<br>"Meeting the Challenge of Vocational Development in a Changing Society" |
| 11:00 - 11:30 | Question Period |
| 11:30 - 1:00 | Luncheon (catered) Russell House,<br>Benediction, Rev. Orion Hammett, Chaplin, Baptist Student Center<br>Luncheon speaker, Dr. William Knight, State Division of Vocational Rehabilitation |
| 1:30 - 2:30 | Consideration of Project Recommendations - Participants, Dr. Hoyt and Dr. Sweeney. |
| 2:30 - 2:45 | Break |
| 2:45 - 3:30 | Small group meetings |
| 3:30 | Closing |

University of South Carolina
School of Education

A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS
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Second Follow-up Meeting

| | |
|---|---|
| 9:30 - 10:00 | Coffee (Room 205A, Russell House) |
| 10:00 - 10:30 | Introduction: Dr. Thomas J. Sweeney, Project Director<br>Film: Portrait of a Disadvantaged Child: Tommy Knight |
| 10:30 - 11:30 | A Review of the Project: Dr. Sweeney and Participants |
| 11:30 - 11:45 | Break |
| 11:45 - 1:00 | Luncheon (Russell House)<br>Speaker: Dr. Herman J. Peters, Professor of Education,<br>The Ohio State University |
| 1:00 - 1:45 | Participants: What we Have Been Doing for Disadvantaged Youth |
| 1:45 - 3:30 | Small Group Meetings<br>Group I (Room 101) Consultant: Dr. Velma D. Hayden<br>Recommendations:<br>a. For Joint Action 1-5<br>b. For Counselor Education 6-10<br><br>Group II (Room 102) Consultant: Dr. Lawrence Giles<br>Recommendations:<br>a. For Joint Action 6-10<br>b. For Counselor Education 1-5<br><br>Group III(Room 205A) Consultant: Dr. James Keith<br>Recommendations:<br>a. For Joint Actions 1-5<br>b. For Counselor Education 1-5 |
| 3:30 - 3:45 | Break |
| 3:45 - 4:30 | Recommendations for Action and Implementation |
| 4:30 | Closing |

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A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS
DIRECTED TOWARD SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY

Third Follow-Up Meeting
March 11, 1966

7:00 - 9:00 Participant Discussion, Dr. Sweeney, moderator, Columbia Hotel

Saturday, March 12, 1966

9:00 - 9:30 Coffee (Room 106, Wardlaw)

9:30 - 10:45 Mr. William K. Marsh, Director, Richland County Economic Opportunity Commission
"Coordinating and Cooperating to Assist Disadvantaged Youth"

10:45 - 11:00 Break

11:00 - 11:45 Participant Presentations

11:45 - 1:00 Luncheon, Russell House, Palmetto Room

1:00 - 2:45 Small group discussion and reaction

Group I
Recommendations:
a. For Joint Action 6 - 10
b. For Counselor Education 1 - 5

Group II
a. For Joint Action 1 - 5
b. For Counselor Education 6 - 10

Group III
a. For Joint Action 6 - 10
b. For Counselor Education 6 - 10

2:45 - 3:00 Break

3:00 - 3:45 Summary and Closing

# APPENDIX B

# SPEECH SUMMARIES

# KNOWING AND COMMUNICATING WITH DISADVANTAGED NON-COLLEGE BOUND YOUTH

John D. Greene
Director of Instruction
East Baton Rouge Parish
Baton Rouge, Louisiana

The key word to the above topic is the word knowing. Knowing is a prerequisite to communicating with a person; and it serves as an avenue to communicating with the disadvantaged non-college bound youth. Knowledge leads to understanding; thus as one comes to know another person he invariably develops a greater insight into himself. This is due to the fact that persons are much more alike than different (in spite of the rightful stress on individual differences). It follows that some self examination takes place as we endeavor to know and understand those we are endeavoring to help. Some support of the self examination process is obtained from the writings of Plato in "The Republic" when he quotes Socrates as repeatedly saying "the unexamined life is not worth living."

In order to know and communicate with a disadvantaged youth it is helpful to know his basic psychological needs. As counselors of these youngsters it is imperative for us to identify their basic needs and do what we can do to see that something is done about meeting these needs within the lives of these youth. What are these universal basic needs?

It is obvious that human beings have the universal need for food, clothing, and shelter, which are referred to as physical needs -- plus the physical need for rest balanced with activity. In addition to the aforementioned physical needs, there is the need for psychological security which is nourished by being loved by someone. Many of the disadvantaged youngsters are emotionally insecure because there is no one and there has been no one at home who really cares or loves them. What is the behavior of an unloved, unwanted, insecure youngster: You can identify them by their actions. As you, as counselors, face these youth, I suppose the number one ingredient that you would ask of parents is to give you a youngster, to work with and counsel, who has been and is loved. The emotional need for security, which is nourished by love, is needed for a positive self-concept, for absorbing the shocks of life, and for becoming a more productive worthwhile person.

A second emotional or psychological need of these disadvantaged youngsters is to feel that they belong -- a sense of belonging nourished by acceptance from age-mates or peers. To establish oneself on an acceptable basis with peers is a developmental task* of childhood and adolescence and its manifestations are observed as you come to know these disadvantaged youngsters. Sometimes, it appears that a given youth is unusually concerned

*Robert J. Havighurst, Developmental Tasks and Education, 2nd edition, 1952 (David McKay Co., Inc., New York, N. Y.)

about the values, codes, mores and expectations of his peer group--could it be that he is compensating in satisfying this need as a result of a lack of love (basic security) in his life: Certainly, you will have many opportunities to assist a youngster in meeting this second psychological need -- belonging from being accepted by age-mates. (The slides, to be shown later, will illustrate how youth work on the need for belonging.)

A third psychological or emotional need is adequacy. Adequacy is nourished by accomplishments of the person, by doing things, and the subsequent recognition for those accomplishments. When a youth is successful at something that is important to him, he usually feels more adequate. Certainly the other needs of security and belonging, and to the degree that they are met, will have an influence on how he feels about what he does or does not accomplish, adequacy. All human beings are motivated to do something -- not always the right thing -- but this intrinsic motivation is an endeavor to satisfy the basic desire on the part of a disadvantaged youth towards channels that are better for himself and society. (The second group of slides will illustrate some concrete ways of accomplishing this objective.)

The psychological or emotional needs (sometimes called self needs) of security, belonging, and adequacy have been developed briefly. You will fill in the gaps with your own ideas. For clarity, these three emotional needs have been developed separately but in reality there are many overlapping, dove-tailing aspects, and the three are enmeshed. The important point is that these three emotional needs are the main determinants of a person's formulation of a self-concept. If these psychological needs are met in a positive, wholesome way in the person, his self-concept is more likely to be of a more positive nature, seeing himself as a person with dignity, feeling worthwhile and productive. If a youngster has a positive view of himself and the world in which he operates, he is more open to experience which includes learning. Any counselor who works with disadvantaged, non-college bound youth must know the self-concept of these youngsters because you have the challenge many times of modifying their self-pictures, i.e. if you are to be effective with them.

Some authorities in the field of human behavior such as Carl Rogers, Arthur Combs, Earl Kelley and Daniel Prescott believe that the way any person sees himself (his self-concept) will prove to be the most significant factor in the prediction of his accomplishment. Some research seems to support their hypothesis:

(1) Passow, Goldberg and Associates at the Horace Mann Lincoln Institute of Experimentation[1] found from their longitudinal research that Underachievers saw themselves as weak in intellectual and problem-solving areas, lacking self-confidence which is directly related to self-concept.

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[1] An address by Miriam L. Goldberg Issues and Research in the Education of the Talented in the book Emerging Administrative and Curricular Patterns in Large School Systems (Teachers College - Columbia University, March 1959).

(2) In the follow-up to the famous Terman study as reported in "The Gifted Child Grows Up,"[2] a study was made of the top and bottom fifth of the original 750 gifted students in terms of their success in life. (This was done 25 years after the original study). It was found that the greatest difference between the achievers and non-achievers in terms of success in life was in the drive to achieve and in all-around social adjustment -- the latter including self-perception.

Granted the youth's self-concept is important to know on the part of the counselor, the problem still remains as to how are you to gain more of his self picture. Essentially, it means to watch and listen -- listen to the things that are not said and done as well as the recurring behaviors. Recurring patterns of behavior are excellent clues to knowing and understanding a person. Endeavor to observe more closely, place yourself "in his shoes," and see the world through his eyes. Fortunately, as counselors of disadvantaged non-college bound youth, you will have this human laboratory right with you. Through the use of some slides let's take a random look at some of these boys and girls who fit the classification of non-college bound youth.

Slides presented showing youth

1) in natural settings
2) with interest in opposite sex
3) with interest in Hondas
4) concern for mechanical apparatus
5) with peer groups
6) bored with school
7) testing adult authority
8) concern for appearance
9) questing for identity

As you watched these youngsters via the presented slides, it is natural to ask - why did they become what they are? There are probably some individual reasons in each case but generally the underlying reasons can be found in:

The home -- what do their parents value? How underprivileged is the home? What are the evidences of cultural deprivations? What are aspirations and ambitions of parents for their children? However, parents can be too ambitious, goals set too high for their children. Many times parents are trying to relive their own lives through their offspring, compensating for their own inadequacies or lack of opportunity. The process nears exploitation. Some youngsters rebel against the expectations of parents, leave home to escape the pressures. However, generally speaking, home has little in the way of expectations for disadvantaged youth.

The community and its society is another contributor to the problem. Oftentimes there is a lack of community agencies with qualified personnel, time, and finances to assist these youngsters. A general "don't care" attitude can exist in a given community setting -- they just couldn't care less.

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2 Lewis M Terman and Melita H. Odom, The Gifted Child Grows Up (Stanford Univ. Press, Stanford, California).

The pressure of the peer group -- at this age there is a tremendous drive for a feeling of belonging by being accepted by age mates, coupled with a feeling of adequacy that is nourished by accomplishing those things valued by one's peers (the example of achieving peer status by stealing only Buick automobiles and the winning of peer approval by testing authority as illustrated in selected slides above.)

Impact of the opposite sex -- Biologically, these young adults are rather mature. The secretion of hormones, with subsequent drives, makes for new problems of adjustment at a time when they are least ready socially, psychologically, and economically to cope with these inner biological feelings and desires.

The school has its impact as we observe the relationship of individual faculty members with its students beginning in the early formative primary grades on through to the drop-out in high school or college. As teachers, principals and supervisors we are guilty of "looking down our middle class noses" at children and youth who are different. If they do not share our enthusiasm for our own middle class values we have a tendency to reject them. Neither is the school counselor in junior-senior high school or college necessarily concerned about these students even if time permitted an opportunity to manifest their concern. School authorities too often identify with the "Ivy League" aspirant yet have little concern for the cajun youth who has not been helped beyond seeing himself as a paddler of a pirogue up and down the bayou. Dr. Ernest Melby of the Flint, Michigan Project stated recently[3] "the school is not an educational system, it is a scholastic establishment and does not care for the disadvantaged."

In the publication, "One Day in the Eighth Grade,"[4] number of students of the eighth grade were followed throughout the school day -- a random selection of the student to be followed was made. His behavior was observed by skilled observers and the observations were recorded. The findings were germane to our theme here. It was found that:

(1) Some eighth grade students were not spoken to or addressed individually at any time during the whole day by the teachers or principal or any adult in the school.

(2) Some eighth grade students were not spoken to individually by another student.

(3) And some eighth grade students were not spoken to by other students or by any adult at school ---

Thus, is it any wonder that these students become drop-outs --------- Why? Because they were literally pushed out.

Thus, the school is a contributor to the lack of accomplishment of these youth along with the community, home, peer group and the power of the opposite sex. Now you have the job of accomplishing what these agencies

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[3]An address by Dr. Ernest O. Melby, University of Michigan, given May 18, 1965.

[4]A report by John H. Lounsbury and Jean V. Marani for the ASCD Commission on Secondary Curriculum, The Junior High School We Saw: One Day in the Eighth Grade (Ass'n. for Supervision and Curriculum Development, Washington, D. C., 1964)

have failed to do. It is a challenge. You must know what motivates him: you must bridge from that that is important to him to that that he must have in order to function adequately in society. With focus on what these youngsters are like (as presented in the previous slides) there are programs designed to help these youth. The following slides are true pictures of experiences provided low-motivated, non-college bound youth --

Slides presented showing experiences in:

1) Mechanics
2) Electronics
3) Photography
4) Type setting
5) Office Occupations
6) Work-study
7) Beauty culture
8) Drafting
9) Nursing - care for the aged
10) Remedial Reading
11) Purposeful use of library
12) Career choice assistance

In summary, the key word of the topic "Knowing and Communicating with Disadvantaged Non-College Bound Youth," is knowing. To know is to understand the needs of these youth (security, belonging and adequacy) specifically their self-concept. As a counselor you face the challenge of placing yourself in their shoes, perceiving their perceptual worlds. You have available a human laboratory. Although you realize to a great degree why they came to be, you know you have the task of doing what the home, community and school have failed to do. There are some things that can and must be done because they too have aptitudes, abilities and some type of aspirations that must be modified and developed in order that they too may make a contribution to themselves and society.

# PROGRAMS AND PLANS IN OTHER PARTS OF THE UNITED STATES FOR THE DISADVANTAGED NON-COLLEGE BOUND YOUTH

William Harris, Regional Representative,
Office of Economic Opportunity

It is a curious but nonetheless undeniable fact, that of all the nations in the world today perhaps there are no more than two or three that could have formulated such a concept as the Economic Opportunity Act. The Economic Opportunity Act embodies a typically American concept of cooperation and team work in that it calls for matching efforts among the federal as well as state and local agencies to form an overall attack on poverty. The Office of Economic Opportunity, headed by Sargent Shriver, created three new offices; the Job Corps, Vista, and Community Action Programs, which offer communities technical and financial assistance in forming their own war on poverty. Exemplifying a new approach, the Economic Opportunity Act called upon several government offices to form the team that had as its high aim the eradication of poverty in our country. Speaking of teamwork, Mr. Shriver announced recently that teamwork in creating Headstart Programs in approximately 13,000 Headstart Centers around the United States had been made possible with the help of 550,000 volunteers representing more than $85,000,000 in volunteer effort.

Today the non-college bound youth is receiving an ever increasing amount of attention from community, state, and federal offices across the country. Such federal programs as Manpower Development and Training, Neighborhood Youth Corps, Vocational and Technical Education, and Job Corps have as their goal the training of youths to provide skills and services needed in our changing world of work. The need for a wide variety of training opportunities is emphasized by the observation that the 17-18 year olds tend to differ in their needs and expectations from the 19-22 year olds. When the younger age group came looking for a job and are asked what they are interested in, the most common response is "anything." Their exposure to the world of work and to the community has been so minimal that they rarely have an idea of what kind of work they would like to do or even what their interests are. For this group a pre-vocational or exploratory program is clearly in order. The older youths, on the other hand, are usually more eager for training in a skill or trade. Regardless of their age, however, it has been found that when these youth are denied the opportunity to be immediately accepted into a training program which is both challenging and remunerative, they return to their neighborhoods disillusioned and more suspicious than before.

Realizing that many thousands of youths were disadvantaged by poor performance in schools and inaccessibility to training programs, Congress established the Job Corps, a national voluntary program for young men and women from the ages of 16 through 21 who are now largely unemployed because they lack the education and job skills to move ahead.

The Job Corps Centers are of two types, rural (called Conservation Centers) and Urban. Men will be assigned either to Conservative or Urban Centers, depending on their need. Women will go only to Urban Centers. At Conservative Centers enrollees will work under the personnel instructions of experienced men, and they will be taught something about surveying, forestry, weed and pest control, farming, carpentry, masonry, fire control, cooking or typing. They will receive basic education to improve their abilities in reading, writing, arithmetic, and oral communication. When they have reached a certain achievement level it may be possible for them to transfer to an Urban Center for more advanced training. Urban centers for men will offer more intensive and specialized vocational training than will the rural centers. An education in basic skills will often be geared to a higher reading and arithmetic level. Training will be offered in such occupations as office machine operators; shipping, accounting, and file clerks; data processing machine operator; hospital orderly; waiter, cook, and counter worker; appliance and automatic repair man; laundry and dry cleaning worker; meat cutter; and machine tool operator.

Urban centers for women will be similar in many respects to the centers for men. In addition to basic education, occupational training, and work experience, the programs for women will include training in home and family responsibilities and the development of values, attitudes, and skills contributing to a stable family. Members of the Job Corps will receive a living allowance of $30.00 a month plus room, board, clothing, and medical and dental care. They also have set aside for them a readjustment allowance of $50.00 for every month of satisfactory service spent in the Job Corps, to be paid upon termination of enrollment.

Neighborhood Youth Corps. The Neighborhood Youth Corps, under the Department of Labor, administers the work training programs created by the Economic Opportunity Act. The corps seeks to assist and encourage young men and women from 16 to 22 to stay in school full or part time, or, failing this, to provide them with constructive and rewarding work experience in community service. Aimed at helping youth from low-income families, the Neighborhood Youth Corps is establishing a net work of projects working in the public interest. NYC jobs include nurses aides, hospital assistants, helpers to dieticians, teachers, playground attendants, and maintenance workers. A major portion of the enrollees, it is hoped, will continue to maintain an acceptable school schedule, and will be employed for work periods ranging up to 15 hours per week. Other enrollees who are out of school and unemployed may be employed up to 32 hours per week, with major emphasis being placed on accompanying counseling, occupational motivations, education, training, and work experience.

Manpower Development and Training is conducted jointly by the Department of Labor and Health Education and Welfare. This legislation authorizes financial and technical assistance to states for operation of institutional or job training programs. Institutional training is provided by educational authorities. On-the-job training is handled under the auspices of the Labor Department. Youths must be at least 17 to be eligible for training allowances. They may be either high school graduates or drop outs. Those 17 year olds who have not graduated from high school must have been out of school at least one year.

Program in action for the disadvantaged youth. There is a growing recognition among manpower and educational specialists as well as employers that prejudgments are often made about the potential, skills, and level of employability of an individual which may have little foundation in fact. As it is inevitably the responsibility of an employer of unskilled or semi-skilled youth to train or match them to the requirements of the individual job situation, it is not unusual to find a disparity between what an employer feels a job may require and what in fact the job does require. There exists in several cities unique programs which have been an overall refinement and sophistication in the kinds of jobs which an employer has to offer and which youth have to choose. A program called Community Progress, Inc. provides an example.

Established in New Haven, Connecticut, the goal of this 150 million dollar effort is the improvement of living, working, housing, recreational, and educational conditions of people in the community. The main thrust of the manpower part of Community Progress, Inc., effort is focused on the six "inner city" neighborhoods where deterioration in the conditions of life has been most advanced. Three features distinguish the manpower effort in New Haven: (1) The device of the "working committee" brings the employer, trade unions, state vocational educators, employment service, placement specialists, and CPI staff together to preplan for recruitment, counseling, selection, training, and placement of hard core unemployed. (2) The emphasis is on neighborhood action. Three neighborhood employment offices have been opened. They are staffed by a state employment service interviewer, two "indigenous" non-professional street workers, and one or more "work crew foremen." These centers are managed by a neighborhood coordinator, a professional social worker who is also responsible for all neighborhood services in the nearby community school. These community schools run 12 - 16 hours per day and will eventually be centers of unified health, welfare, legal aid services, community organization, and higher horizon all-age schooling. (3) The emphasis in early training and placement is starting comparatively high on the job ladder in an effort to place disadvantaged people in "real good jobs," and establish a pattern of success for inner-city residents in kinds of work and places of employment to which they had not aspired.

Two most important findings in the experiments to date seem to be: (1) That employers will abandon entry job barriers (such as the high school diploma or satisfactory test scores) when these are in fact irrelevant to job performance if the employers are assured their real qualifications are carefully adhered to in trainee selection. (2) Usual skill vocational training curricula can be sharply modified and skill clusters broken up into simpler, more easily taught components, if the employers real needs are made the basis of the training course.

What is so special about the New Haven Manpower doctrine? First is the context of their effort. People sometimes believe that if we get the problem fellow a job he will solve all his own problems. His wife will love him, and he will be popular in his peer group. But what about the police, the schools, the hospitals and other health services, the cultural

system that provides (or might provide) parks and gardens and clean water? The task is seen as total and complex. There is more to the reconstruction of an urban society than finding a job for an individual -- and the New Haven manpower staff not only knows this and keeps saying it, but knits its job finding effort into a neighborhood fabric of total concern.

Thus we have seen how the community action approach in one case has been highly successful in creating a more positive and realistic setting for disadvantaged non-college bound youth. The opportunities and horizons for concentrated community effort are now open to us brighter than ever before with the programs of the Economic Opportunity Act.

We in Community Action Programs will enjoy discussing with you your ideas for programs for disadvantaged youth. Together our only limitation is imagination.

# MEETING THE CHALLENGE OF VOCATIONAL DEVELOPMENT IN A CHANGING SOCIETY

Kenneth B. Hoyt
Professor of Education
University of Iowa

The smallest things at times loom very large. My purpose today is to speak of a very small part of a very small part of a very small part which seems very large to me. I hope it will to you.

Specifically, I want to speak of one part of the constellation of influences on the life of our youth -- Education. And one part of education which we call guidance. And one part of guidance which we call the challenge of vocational development in a changing society.

In some ways, I'm glad I'm not a high school student today. Life was so much more simple 25 years ago. Isn't it strange that one of our social customs is to speak of "the times" as though they were always tougher when we were young? One has to reflect only slightly to recognize that, in an increasingly complex social structure such as ours, each generation is faced with more opportunities -- more responsibilities -- and therefore more problems than the one which preceded it. A society such as ours is dedicated to multiplying -- not to solving -- problems of individuals -- no matter what the politicians may say. Let us look briefly at the problems facing youth today in vocational development.

## The Problem of Occupational Insecurity

First, there is the problem of occupational insecurity. The certainty of uncertainty facing today's youth is enough to challenge -- if not frighten -- all of us. At the rate which our occupational structure is currently changing, definitive predictions regarding the future nature of occupations are made only by the foolish, the foolhardy, and the charlatans. The best that those who are expert in such predictions can say is that change will come at an increasingly rapid rate.

Today's students -- more than ever before in the past -- cannot afford to think of occupational choice as a single and final event -- or even as a single process. The process of occupational choice will, depending on which expert you want to believe, have to be experienced from three to seven times in the life of today's typical high school student. The day of planning a single career and then proceeding to prepare for it is past for a majority of our students. Instead, they will have to accept life as a series of occupational segments, each of which calls for a process involving occupational choice, preparation, placement, and adjustment. While physical adolescence occurs only once, occupational adolescence can be expected to occur more than once after physical adolescence is completed.

## The Problem of Level of Occupational Skills

Along with problems of rate of change, today's students must face the problems of demand for higher and higher levels of occupational skills. There are several implications of this which we, as counselors, must be prepared to pass on to the students we seek to help.

Narrow, specific, one track vocational education at the high school level -- if it was ever really justified -- certainly cannot be justified today for most youth. Each student must realize and accept this challenge to become adaptable and ready to change.

After over two hundred years, the term "high school commencement" must begin to take on a literal meaning. We can no longer be content with the illusion of educational investment as single event at a certain stage of one's life. Students leaving our secondary schools today must, as must we, be aware of the fact that adult education -- including vocational education, general education, and education for leisure time -- is on the threshold of major expansion. They must look forward to taking advantage of such opportunities at various times in their adult life.

Third, there is the problem of expectation of skill level towards which each student aspires. Of the three sub-problems I have outlined for this area, this is by far the most crucial. People tend to learn at whatever level is demanded for survival. Our schools have many students who must, if they are to become gainfully employed, plan to acquire skills at a higher level than that attained by their parents or other typical role models in their neighborhoods. These expectations and aspirations will be essential to satisfactory occupational adjustment. Development of these higher horizons of occupational aspirations must occur before the student leaves the secondary school. I am speaking, of course, about the general upgrading of occupational skills underlying our society. Of course, there will be some students whose aspirations must be pitched at a level considerably below that of their current role models but such students will, in these times, be in a distinct minority.

## The Problem of Retention of Individuality

Coupled with and intimately tied to problems of rate of change and levels of skills will be the greatest challenge of all facing these youth -- that is, the problem of retaining their individuality in a society which is becoming both more complex and more demanding at the same time.

The two factors making for this problem are the increasing complexity of society coupled with society's attempts to atone for it's changing nature. The increasing complexity places students in a position where they don't know what to do. The societal provisions place students in a position where they see letting someone else make decisions for them as an easy solution. To the extent this happens, an automated society will spawn an automated citizenry and individual freedom to vary will be diminished. Somehow and

in some way, today's high school students must be made aware of these problems and assisted in a constructive approach towards their solution.

## Counselors In Our Changing Society

If this perception of problems facing our students has any validity, the challenges facing counselors in our school systems are clear. I would like to spell these out now using a companion approach to the outline under which I organized the three major student problems.

## The Challenge For Order and Planning

First, there is the challenge for order and planning growing out of the constellation of student problems associated with the rapidity of change.

Because life is becoming more complex doesn't mean that it must become more chaotic. If we, as counselors, spend part of our time impressing students with the inevitability of change, we must be prepared to spend much more time helping them plan some constructive steps for coping with change.

For too long, vocational guidance at the high school level has operated under the assumption that we must help the student plan his life's work. This is not a realistic assumption in today's society. We can't see very far into the future and our vision is becoming increasingly dimned by the swirling clouds of occupational change. If we can help our students plan realistically for as much as five to eight years beyond the secondary school, we will have done well. I think it is time we realized our limits here. If we can, we will be in a much better position to accept our responsibilities.

This means we must not be afraid to raise the question of occupational choice with students even at the elementary school level. We must then welcome rather than question changes in occupational goals as time goes on. We must see ourselves as filling a function in time in the lives of our students at least as much as we see our effects as possibly pervasive throughout the life of the student.

## The Challenge Of Higher Level Educational Planning

The second major challenge we face is that of higher level educational planning. To a very large extent, the entire future of the guidance movement is dependent on our willingness to face this challenge and our ability to meet it.

I spoke earlier about the increasing need for general education in the secondary school. Such a concept will never sell to students in terms

of our present day typical methods of instruction. If we are to ever meet the challenge posed by picturing the adaptability function of secondary education, it will be accomplished primarily through the efforts of classroom teachers. Such teachers are going to have to <u>really</u> recognize and <u>really</u> provide for individual differences. This means they will use different teaching methods, different instructional materials, and develop different course objectives along with different standards of achievement for the different students with whom they work. When someone asks them "What's the difference?" they must be prepared to give definitive answers.

Second, in terms of higher level educational planning, we must realize that vocational guidance for most of our students carries educational and/or training connotations as well.

We must become cognizant of and concerned with a variety of kinds of educational and training opportunities for youth leaving our secondary schools. What are the implications for John Jones if he decides to attend a junior college instead of a four year college? If he chooses an area vocational school over a terminal vocational program in a junior college? Would a private school better meet his needs and motivations? What about the armed forces as an opportunity for him? What can we tell him about MDTA? About the Job Corps? Is he the kind of student we should refer to the Youth Opportunity Center? These are not academic questions for school counselors in 1965. They are here. They demand answers which too many counselors are not yet equipped to supply.

What I am saying, in part here, is that we can't become agents of change in a changing society while resisting changes in ourselves. We, too, must change -- we must study, think, learn, and become different. If we will not or cannot, we are facing students falsely.

And what will the school in general and counselors in particular do to raise occupational aspiration levels? What a complex question this is! Its answers are going to come from the best professional educational practices we can develop. I don't know the answers to these problems yet, but they must be found -- and found quickly. The increasing amount of research money provided by acts such as the NDEA, the VEA, and the Elementary and Secondary Education Act of 1965 make it clear that the Congress, too, recognizes this challenge for acquistion of new knowledge.

## <u>The Challenge of Individual Self Worth</u>

Our greatest challenge is that of developing and maintaining feelings of individual self worth, initiative, and responsibility. For this, we must depend on both counseling and guidance. Counseling which is done in an unhurried manner by professionally educated counselors and guidance which is seen in part as a schoolwide effort to help students implement decisions they have reached in counseling. Counseling which really believes in the right of the individual to decide for himself and guidance which helps students accept the responsibilities accompanying this right.

Counseling which makes it crystal clear to the student that he <u>is</u> someone and guidance which serves as a vehicle for helping him become <u>something</u>.

We cannot help students build faith in themselves unless we have faith in them. Real faith, real trust, real belief, real respect! One of the biggest tasks facing practicing counselors is that of continuing efforts aimed at maintaining and strengthening such attitudes in the face of repeated temptations and excuses to change.

Today's students can, in spite of societal pressures, retain their individuality and continue to assume essential self-responsibility. Unless we help them to do so, we will have failed. And, if we fail in this task, our society will have failed. We each have responsibilities for helping meet these challenges. I hope we can and will accept them.

# TEAMWORK IN GUIDANCE

Herman J. Peters
Professor of Education
The Ohio State University

The administrator or supervisor is in a self-conscious position. By virtue of his position, he is uniquely visible to his publics. He cannot hide in the group he leads. He cannot suppress his detachment. He has either moved slowly to this administrative position or he has rocketed there. In either case he often feels uncomfortable and torn. He wants the rights and privileges awarded to the job but hates to leave his buddies. He feels a sense of estrangement, of alienation. His insecurity leads to self-containment, a keeper of the status-quo. He is lonely enough without risking new areas to explore. He hesitates to go beyond his sphere of work. He constantly gives the appearance of seeking counsel of his workers when in truth he is seeking the solace of the group. Time is consumed. There is no time for genuine progress in his area of leadership for his group and, none for stretching to the new horizons of other groups, departments, agencies and organization.

Quickly, it should not be assumed that the administrator is wholly to be praised or damned. However, he is both coach and quarterback and must bear the burdens of those spotlight positions. The spark to initiate action, or the spark by some other staff member is the administrators to enflame. Neither administrator nor staff member should retire to his office to sit on his assignments and wait for the other to initiate action. Each can stir the other. However, the administrator has the prior prerogative to lead and not wait to be led. On the other hand, he needs courage to be led when a staff member honors him with a new idea for action.

What can be done to reduce interferences and surmount barriers? One must keep in mind that the helping relationship is not a series of static definitive events. It is a dynamic approach which implies an understanding of motivation of forces, a knowledge of competence, resource human and material, and an awareness of situational factors. It is filled with ambiguity. The human relationship does bear the paradox of predictability and our efforts to intervene to invalidate predictability. The very efforts of guidance workers are to change, influence, improve the direction of another's living. Too, it should be kept in mind, than any list, any suggestions are only worthwhile if an individual takes one, some, or all and implements by behaving in the suggested direction.

1. Know the other person. Know his competencies. Job assignment does not automatically give one the job competencies listed in the bill of employment. A realistic appraisal of competencies will allow for each to play his position in an optimal way. Assume competency. Act "as if" we will win. Act "as if" you do accept. Only then does the "as if" have a chance to become the "it is". If one acts "it is not", it probably will

be that way. Now I am not suggesting that "wishing will make it so". I do not believe that acting will make it possible to have a fair chance of happening. The "It" is better understanding of a fellow worker to do his job. To be sure, there are times when one has to love and can expect no more. In working with differential children and youth, one should expect to learn and to observe characteristics brought out in the work with them. There is to be expected deviation from usual behavior. This should come as no shock.

2. The administrator should allow experimentation of new channels to enhance cooperation rather than to inhibit. Too, as in television for some persons, one channel comes in more clearly than another. Why not have multiple channels. Of course there is risk of static from another channel as one sometimes hears in a long distance telephone call. This may mean a clarification of the channel, not in elimination. The movement from a homogeneous school population to a dualistic to a heterogeneous to a pluralism of heterogeneity means that equality is best achieved through diversity provided that diversity is not a refuge. The school of today cannot be fastened to the chairs of yesterday. The rigidity of school programming will have to give way to developmental programming. Of course, this leads to less superficial order but can mean more purposeful school experiencing for the students.

3. Case workers may become flooded or saturated as well as the child or youth. Time is a dimension and time of varying lengths may be needed for different staff members to incorporate other agency staff findings in his approach with a specified boy or girl.

It is recommended that "extended use of regular facilities is required in schools with large numbers of disadvantaged children. The homes of these children rarely offer appropriate places to study---" One cannot make up in an instant of help what he has lacked in years of impoverishment.

4. Responsibility diffused is no one's responsibility. Someone should be responsible for the total boy or girl. To always assign total responsibility to one agency staff may not be in the best interests of the youth. There is much to be said for permitting guidance workers and youth who exhibit a compatible friendliness to work together. Organization need not be the sole basis for determining responsiblilty. Human relatedness and mutuality of empathy, not sympathy, are often more appropriate for a working relationship than following rigidly organizational lines. We talk "individuality", we hesitate to use it.

5. Professional reports should have feedback as well as feed-ahead. Progress reports should be similar for all. This assumes a high level of professional commitment of each staff member in each agency. If it is not, then the entire mission is in doubt. Reports should be devoid of esoteric jargon unique to one agency unless it has been previously clarified for all workers. No one has a corner on interpreting the understanding of the behavior of a child or youth.

6. Watch your efforts to determine whether you are countermanding or re-inforcing each other's efforts. The vantage point may give the appearance to the youth that he can play one against another.

Too, know your doubts. Does a youth or family have to surrender all of his values in the war on poverty? Does he not have some that are worthwhile and dear? Have we built in contingencies to "buy him off"? Can you sort out that which needs to be changed and that which he can keep.

7. The T formation or the team formation means that at one time some persons may not get all of the credit deserved. This is a price of the occupational field. Here it takes stamina and courage to continue. Courage is not exemplified only in major crises. Opportunity for courage comes in a consistency of doing one's job and in the little assignments that have big overtones. Above all, courage is needed to allow individuals practice in being themselves in staff meetings if they are to move with confidence to the front lines of service with children and youth. The exquisite distinction between stubborn resistance and courageous participation calls for the highest forms of rational thinking and human love. To know and act in terms of the distinctive is the chief hallmark of courage.

# A P P E N D I X C

## SUPPLEMENT TO EVALUATION

1. University News Releases

All of the following news releases were published in the Columbia newspapers. Most of these articles also were published in Charleston, Spartanburg, and Greenville papers. Pictures of out-of-state speakers were included. A variety of other journals and newspapers carried articles regarding the nature of the project and comments about individual participants in the institute.

July 15, 1965

Columbia, S. C. -- A two-week institute to aid vocational counselors in working with young people who can't go to college is being held in the School of Education at the University of South Carolina.

The final session Friday (July 16) will summarize and evaluate the institute with group reports and discussions.

During Friday's program pilot projects for better ways to serve these youth will be considered, along with counselor training.

The 30 participants in the two-week institute are counselors and counseling supervisors from state employment offices, vocational and technical education centers, and public secondary schools in South Carolina who work with large populations of youth who will not have the advantage of a college education.

Three follow-up meetings will also be conducted at the university at intervals of about two months.

Purposes of the institute are to help counselors and their supervisors learn more about the problems of non-college youth, to consider what these problems mean to counselor training, and to encourage counselors to share their experiences in guiding and educating disadvantaged young people.

Speakers for Friday's session are USC President Thomas F. Jones, Dr. William W. Savage, dean of the School of Education at the university, and R. D. Anderson, state director of Vocational Education, S. C. State Department of Education.

Dr. Thomas J. Sweeney, director of the Guidance Center at the University of South Carolina and assistant professor of education, is project director. Dr. Savage and Dr. David L. Hatch, professor in the USC Department of Anthropology and Sociology, are members of the institute's advisory committee.

September 30, 1965

Columbia, S. C. -- A one-day developmental program for vocational counselors who will be working with disadvantaged youth will be held Saturday, Oct. 9, in the Columbia Hotel. This is the first of three follow-up meetings of a project begun this summer.

The program is sponsored by the School of Education at the University of South Carolina and directed by Dr. Thomas J. Sweeney, assistant professor of education at the university.

"Meeting the Challenge of Vocational Development in a Changing Society," will be discussed by Dr. Kenneth Hoyt, professor of education at the State University of Iowa.

Other speakers will include Dr. William H. Knight, State Division of Vocational Rehabilitation; Dr. George Curry, acting dean of the USC School of Education; and Dr. Sweeney.

October 5, 1965

Columbia, S. C. -- Dr. Kenneth B. Hoyt, professor of education at the State University of Iowa, will speak Saturday (Oct. 9) during a one-day program for vocational counselors who will be working with disadvantaged youth.

The program is directed by Dr. Thomas J. Sweeney, assistant professor in the School of Education at the University of South Carolina. It will be the first follow-up meeting designed to help vocational counselors serve disadvantaged youth more effectively.

"Meeting the Challenge of Vocational Development in a Changing Society" will be Dr. Hoyt's topic in the morning session.

Dr. Hoyt, who received the doctor of philosophy degree in educational psychology at the University of Minnesota, taught and counselled in high schools and instructed at the University of Minnesota before joining the State University of Iowa faculty in 1954.

Among his publications are "The Drop-Out Problem in Iowa High Schools," "Guidance Testing," and "An Introduction to the Specialty Oriented Student Research Program at the State University of Iowa."

A consultant in the Youth Services Division, U. S. Department of Labor, and in Project Drop-Out of the National Education Assn., Dr. Hoyt is chairman of the Committee on the Role of Psychology in the Preparation of School Counselors, American Psychological Assn.

Other speakers during the program will be Dr. George Curry, acting dean of the USC School of Education; Dr. Sweeney; and Dr. William K. Knight, State Division of Vocational Rehabilitation.

The luncheon benediction will be given by the Rev. Dr. Orion W. Hammett, chaplain of the Baptist Student Center at the university.

January 3, 1966

Columbia, S. C. -- The School of Education at the University of South Carolina will present a developmental program for vocational counselors January 29. The one-day meeting is sponsored by the U. S. Department of Health, Education and Welfare in cooperation with the school. This will be the second follow-up meeting to a two-week institute conducted last July by the School of Education at the university.

March 11, 1966

Columbia, S. C. -- The third and final followup meeting of a developmental program for vocational counselors who assist disadvantaged youth begins tonight (Fri., March 11) at the University of South Carolina and will continue Saturday.

The program, sponsored by the USC School of Education, is being held under provisions of the Vocational Education Act of 1963.

Dr. Thomas J. Sweeney of the education faculty is director of the program.

Main speaker Saturday will be William K. Marsh, executive director of the Richland County Economic Opportunity Commission and vice president of the S. C. Assn. of Community Action Agencies, an organization which was formed to exchange information and encourage liaison among the agencies.

About 29 participants -- counselors from schools, employment centers, Youth Opportunity Centers and Technical Education Centers -- are bringing associates with them for the final meeting.

2. South Carolina OEO REPORTER, December, 1965.

# State Directory?

Recently, a Development Program for Vocational Counselors Directed towards serving disadvantaged youths more effectively was held at the University of South Carolina, under the sponsorship of the Department of Health, Education, and Welfare and the School of Education.

Among the recommendations from the group participating was one which said in effect "that a state agency, possibly the State Office of Economic Opportunity, assume responsibility for compiling a directory listing and describing the functions of the various agencies and facilities available to disadvanteged youths and that supplements to this directory be published quarterly or as needed.

While there are directories of various social service agencies available from different sources, new Federal legislation under the Economic Opportunity Act points up the need for more effective dissemination for information. What is suggested by this recommendation is a state center for information to which all agencies would contribute up-to-date information for distribution to interested persons.

The personnel of the State OEO have discussed the possibility of such a directory, compiled from this office, and we have come to the conclusion that such a directory could best serve its purpose on a local level. In the counties where a local OEO exists, the staff could and should compile this information to be dissminated to the local youths involved. The state staff could and would give as much help as possible in compilation on local level.

3. EVALUATIVE QUESTIONNAIRES

A. Individual Summary and Evaluation

Highlight of the Week for You:

_____

_____

Personal Impact of the Activities on You:

_____

_____

Evaluation of the Activities:

1. The most valuable activity (ies) for me _____

_____

2. I would like to have had more _____

_____

3. I believe that we could have had less _____

_____

4. If I were setting up this program I would have _____

_____

5. Over all, this week has been _____

_____

Other Comments: _____

_____

B. Follow-up Meeting Questionnaire

A. 1. For the last follow-up meeting of this project, I would like for us to _____

2. In order to permit more time and a less hurried schedule for our last meeting, would you be able to make arrangements to come on Friday evening, March 11, 1966 by 7:00 p.m.? (Assuming that you would receive the stipend necessary to off-set the additional expense).

Yes ☐ No ☐

3. Would you like to come on the evening before our scheduled meeting of Saturday, March 12, 1966?

Yes ☐ No ☐

4. If so, how would you like to spend the additional time?

_____

5. If we could provide reimbursement for expenses, would you like to bring a colleague with you to participate in our last meeting?

Yes ☐ No ☐

6. If so, how do you think that this would contribute to our objectives? _____

B. I believe that the institute group could appropriately recommend the passage of a compulsory attendance law by the state legislature in our recommendations.

Yes ☐ No ☐

(This question was raised in the January meeting. Due to poor weather conditions we were unable to discuss its implications. Additional comment: _____

C. In an effort to better determine the impact of the institute upon the participants we are asking you to complete the following questionnaire. The results will be reported to you at the last follow-up meeting on March 12, 1966.

Please place the appropriate number (1 = little, 2 = some, 3 = much, or 4 = very much) in the spaces provided to indicate the degree to which you believe the statement is appropriate for you.

1. I considered the out-of-state consultants of _____ value to the institute. For example:

   (1) little - if you considered the speakers of little assistance in achieving our objectives.
   (2) some - if you considered them to be of moderate assistance.
   (3) much - if you considered them as contributing significantly to the outcomes.
   (4) very much - if you considered them a highly significant and an integral part of the program.

2. Prior to participating in this project, I had _____ knowledge about "disadvantaged" youth.

3. During the summer activities, I believe that I had _____ opportunity to gain insight into the difficulties facing these youth.

4. As I think back on the summer activities. I would say that each contributed to our objectives to the following degree:

a._____ guest lecturers (e.g., Dr. Flora, Dr. Hayden)

b._____ trip to depressed areas

c._____ trip to community agencies

d._____ group discussions

e._____ literature that we read (e.g., Compensatory Education for Cultural Deprivation)

f._____ informal contact with the other participants

g._____ other (please specify) _____

5. I believe that having persons from differing employment settings in the institute contributed _____ to my own experience in the institute.

6. Prior to working with the institute, I was _____ aware of what others were doing in their work with disadvantaged youth.

7. The institute experience has helped me_____ to work more effectively with boys and girls of culturally different backgrounds.

8. Since attending the institute I have been _____ more active in working with other persons in an attempt to assist these youth. (Please give an example if appropriate:)

_____

9. The follow-up meetings were of _____ value in contributing to the objectives of the project.

10. I believe that I have (a)_____ evidence that my experience has had (b)_____ impact upon those with whom I work. (When possible please explain by example or illustration).

_____

11. The slides and review of events of this last summer were of_____ help in reinforcing many of the highlights of the institute.

12. I believe that similar institutes would be of _____ value to other persons with whom I work.

13. I believe that the institute has made me a_____ aware of the significance of current efforts to assist these youth.

14. I have done_____ more beyond my regular duties to assist others besides those with whom I work to understand these youth as a result of the institute. Additional comments regarding the last question or any others would be appreciated:_____

# A P P E N D I X  D

## LIST OF PARTICIPANTS AND ADDRESSES

SCHOOL OF EDUCATION
UNIVERSITY OF SOUTH CAROLINA

# A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS DIRECTED TOWARD SERVING DISADVANTAGED YOUTH MORE EFFECTIVELY

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